

2015-18 Title I School Improvement Section 1003(a)

SOCIOECONOMIC INTEGRATION PILOT PROGRAM

Purpose

The purpose of the Socioeconomic Integration Pilot Program is to increase student achievement in Priority and Focus Schools by encouraging greater socioeconomic integration in these schools.

Title I School Improvement Grant funds under Section 1003(a) must be used to support Local Education Agencies (LEAs) that receive Title I funds and:

- Serve the lowest achieving schools;
- Demonstrate the greatest need for such funding;
- Demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest achieving schools to meet the progress goals in their school improvement plans; and
- Have been identified for improvement based on the State's accountability system.

Eligibility

Title I Focus Districts with poverty rates of at least 60% and at least ten (10) schools in their district are eligible to apply for this grant.

Only Title I Focus or Priority Schools with a poverty rate of at least 70% are eligible for this program. Charter Schools, Non-Title I Schools and Priority Schools receiving School Improvement Grants under Section 1003(g) or School Innovation Fund Grants are not for eligible for this grant.

Eligible Focus Districts:

Focus District Name	Poverty	Schools
NEW YORK CITY DOE	61%	1564
BUFFALO CITY SD	84%	56
ROCHESTER CITY SD	85%	53
YONKERS CITY SD	63%	39
SYRACUSE CITY SD	63%	30
SCHENECTADY CITY SD	82%	17
MT VERNON SD	72%	16
ALBANY CITY SD	79%	15
UTICA CITY SD	74%	13
NEWBURGH CITY SD	69%	12
BINGHAMTON CITY SD	67%	10
HEMPSTEAD UFSD	79%	10

Funding

A maximum of twenty-five high poverty Title I Focus or Priority schools will be funded for this pilot program. Districts are limited to the following number of applications based on the total number of schools in their district:

- **100** or more schools may apply for a maximum of **eight** schools.
- **50 to 99** schools may apply for a maximum of **three** schools.
- **25 to 49** schools may apply for a maximum of **two** schools.
- **10 to 24** schools may include **one** school in the initial application.

Districts must send in a separate application for each Title I Focus or Priority school. The maximum allocation for each school is \$1,250,000 over three years allocated as follows:

Planning Period: up to \$250,000 per school

Implementation Period: up to \$1,250,000 minus the Planning Period expenditures

Project Period

The full project period for this grant is three years. Continuation funding after each period of the project is contingent upon progress toward meeting SES integration targets, student achievement goals, fidelity of implementation of approved plan, and maintenance of all grant requirements.

Planning activities may occur for up to 18 months; implementation may take place for up to 30 months with the combination not exceeding 36 months.

Program Description

Models

Districts may apply for these grant funds using any of the three models below. Proposed models and activities must be consistent with the 2011 *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools* released jointly by the U.S. Department of Justice and U.S. Department of Education. See links below for more information on this topic:

<http://www.ed.gov/news/press-releases/new-guidance-supports-voluntary-use-race-achieve-diversity-higher-education>

<http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.html>

A. Individual “Magnet School” Model

A school may apply for grant funds to “magnetize” Priority and Focus Schools by implementing cutting-edge academic programs in high demand by parents from a wide range of backgrounds in the district or relevant geographic area (see examples under “Allowable Activities below”). Districts employing this strategy will use the following strategies.

- Implementing a choice-based admissions policy that will promote socioeconomic diversity in the school's *entry grade* through consideration of at-risk factors for each applicant as indicated in parent questionnaires submitted with the application for admission. (Socioeconomic diversity shall be defined for the purpose of the admissions policy with reference to the demographics of the district as a whole or other relevant geographic area as determined jointly in the planning phase of the grant by NYSED and the applicant district through community engagement). At least 50% of the seats at the school must be reserved for students from the local school attendance area.
- Admitting new students to promote socioeconomic diversity in the school's upper grades according to availability of seats.
- Allowing low-achieving students to voluntarily transfer from the school to schools in Good Standing with a *resulting* poverty rate less than the average poverty rate of the district as a whole or other relevant geographic area.

In no case shall a student be required to transfer from a Priority or Focus School against the wishes of the student's parents or guardians.

B. Coordinated Grants Model

Districts with 25 or more schools may coordinate two or more grant applications to "magnetize" proximate Priority or Focus Schools as part of a systemic, multi-school socioeconomic integration strategy across a district or other relevant geographic area (as determined jointly in the planning phase of the grant by NYSED and the applicant district through community engagement). Such districts will use the strategies listed in Model A with regard to the Priority or Focus Schools. Districts making such coordinated grant applications are permitted (and encouraged) to supplement the grant with other sources of funding for implementation of the systemic, multi-school socioeconomic integration strategy.

C. Community Innovation Model

Districts are permitted to submit variations on Models A and B in response to unusual circumstances or special community needs as expressed through authentic, inclusive

community-engagement processes. The Community Innovation Model may be either an intra-district or inter-district program. Such applications will be reviewed carefully according to the following criteria:

- Is the proposed variation likely to fulfill the purposes of the grant program and Section 1003(a) more effectively than Model A or Model B?
- Is the design for the community-engagement process in the planning phase of the grant likely to yield a practical model that addresses the unusual circumstances or special community needs?
- Does the applicant district have a track record of successful community engagement?
- Does the applicant district have a track record of successful innovation and project implementation?

Allowable Activities

I. Planning Period (6-18 months)

Allowable activities include, but are not limited, to the following items:

- Community and stakeholder engagement in developing the application and planning for implementation of the grant;
- Coordination across proximate schools to ensure that that increased socio-economic integration in target schools does not result in increased socio-economic isolation in other schools within the district;
- Program design, which may include developing programs that improve the achievement of low-SES students and attract higher SES students, including students from other school districts based on inter-district choice agreement, to voluntarily enroll in the Focus or Priority School. Program design may include, but is not limited, to:
 - STEM programs that include a summer residential experience of no less than 1 full week at a post-secondary institution;

- Dual Language programs designed to meet the needs and languages of English Language Learners (ELLs) living in proximity to the school;
 - School wide Enrichment Model (Renzulli or “opt-in” gifted);
 - Career programs based in whole or part at local institutes of higher education (IHE);
 - Themes such as the arts, which include the visual arts, dance, music, theater, public speaking and drama; or
 - Montessori.
- Identification of all federal, state and local resources needed to implement each activity;
 - Development of a transportation plan with multiple fund sources to facilitate/enable participation by students from Title I Focus and Priority Schools (Title I funds allowed) and students from Non-Title I and Good Standing Schools (Title I funds not allowed);
 - Provision of extensive public information and outreach to all key stakeholders;
 - Development of a plan for professional development to support teachers to ensure their effectiveness in working in diverse classrooms;
 - Use of surveys and other active research strategies to gain a better understanding of local SES issues and concerns, barriers to socio-economic integration, etc;
 - Use of available demographic data to plan admission strategies;
 - Defining socioeconomic diversity and setting school-specific diversity goals for Priority and Focus Schools with high concentrations of at risk low-SES students;
 - Setting achievement benchmarks for low-SES students; and
 - Developing a Family Resource Center to facilitate the socioeconomic transfer / voluntary assignment process.

II. Implementation Period (18-30 months)

Allowable activities are those activities that are directly related to implementing the approved SES Integration plan. The budget for the SES Integration program must supplement, not supplant core instructional activities to be provided by the district. Allowable activities include, but not limited, to the following items:

- Maintaining community and stakeholder engagement throughout implementation;

- Monitoring coordination across proximate schools to prevent the new diverse schools from altering the enrollment patterns at these schools such that they become more segregated;
- Maintaining a Family Resource Center to facilitate the socioeconomic transfer / voluntary assignment process;
- Monitoring school-specific SES integration goals for participating Priority and Focus Schools;
- Monitoring school-specific achievement benchmarks for low-income students from participating Priority and Focus Schools;
- Supplemental transportation costs for students from Title I Priority and Focus Schools to Good Standing Schools, including schools in other school districts, as well costs for parent outreach and assistance regarding public school choice and to partner with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer;
- Implementing and monitoring professional development to support teachers implementing innovative programs and/or working in diverse classrooms;
- District-level administration and support activities for each period should not exceed twenty percent (20%) of the total funding request for each school unless the applicant demonstrates compelling need for a higher percentage to serve the goals of this grant program.
- Supplemental supplies, technological resources, and materials are allowable for innovative instructional programs, but should not exceed twenty-five percent (25%) of the total budget for each period.

Final Report

Each district must submit a final report within 30 days of the end of the implementation period to demonstrate whether the goals of the program were achieved. At a minimum, the final report must address the following:

- Did the school/district achieve its goals in terms of improving socio-economic integration while also improving overall socio-economic integration among other schools in the district?
- Was the program implemented according to the plan with adequate and appropriate staffing?
- Were such transportation arrangements as necessary successfully implemented?
- Was the outreach and recruitment plan executed as planned?
- Was professional development effectively planned and implemented in collaboration with instructional staffs?
- Did teachers learn and employ differentiated-education techniques?
- Did the schools demonstrate gains based on leading indicators, especially for the accountability groups?
- Did the schools/students show gains in academic performance?

Budget Summary Form (FS-10)

The full project period for this grant is three years, but LEAs should only submit an FS-10 budget for the Planning Period with the initial application. The maximum budget amount allowed for the planning period is \$250,000. Districts may submit Implementation budgets for up to \$1,250,000 minus the Planning Period expenditures after the SES Integration plan has been approved by NYSED.

The Planning Project Period may be 6 or 18 months with Implementation Periods as follows:

Planning Project Period (6 months): March 1, 2015 – August 31, 2015

Implementation Period 1 (12 months): September 1, 2015 – August 31, 2016

Implementation Period 2 (18 months): September 1, 2016 – February 28, 2018

Planning Project Period (18 months): March 1, 2015 – August 31, 2016

Implementation Period 1 (12 months): September 1, 2016 – August 31, 2017

Implementation Period 2 (6 months): September 1, 2017 – February 28, 2018

Approval for Implementation funding after each period of the project is contingent upon approval of the SES Integration plan, progress toward meeting SES integration targets, student achievement goals, fidelity of implementation of approved plan, and maintenance of all grant requirements.

To illustrate plans for the use of grant funds, applicants must submit the FS-10 Budget Form to describe the use of grant funds.

The FS-10 should provide a projection of how the requested funds will be used and should demonstrate that the proposed expenditures are appropriate, reasonable and necessary to support the project activities and goals.

Budgeted items must be reasonable in cost and necessary for the project. Any non-allowable, excessive or inappropriate items in the budget will be eliminated. Further adjustments may be made to include negotiated reductions in specified program costs.

Budgeted costs must be in compliance with applicable State and federal laws and regulations and the Department's Fiscal Guidelines. These guidelines, as well as the FS-10 form, are available online at the following URL: <http://www.oms.nysed.gov/cafe>. The FS-10 must bear the original signature of the Chief School Administrative Officer.

Information about the categories of expenditures and general information on allowable costs, applicable cost principles and administrative regulations are available in the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/guidelines.html>.

Application Deadline

Applications must be postmarked by **February 13, 2015**.

Submission Instructions

A complete application consists of **one original** bearing the original signature of the Chief Administrative Officer and **one electronic copy** (email to SIGA@mail.nysed.gov) including the following:

- Cover page (with original signature)
- Section A – Program Data
- Section B - Program Narrative
- Section C – Work Plan
- Section D – Budget Narrative
- FS-10 Budget (with original signature; excel format preferred)

Please include the **DISTRICT NAME** in the subject line of all e-mail submissions.

Send the completed application to:

Attn: Title I 1003(a) SES Integration Grant

New York State Education Department
89 Washington Avenue
Title I School & Community Services, Room 368 EBA
Albany, New York 12234

See attachment A for additional resources and links for the SOCIOECONOMIC INTEGRATION PILOT PROGRAM.

For additional information or assistance please contact:

SIGA@mail.nysed.gov

Attachment A

SOCIOECONOMIC INTEGRATION PILOT PROGRAM

References and Links

Richard D. Kahlenberg, [Turnaround Schools That Work: Moving Beyond Separate but Equal](#), (Century Foundation, 2009).

[The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy](#), ed. Richard D. Kahlenberg, Century Foundation, 2012. Digital copy available for purchase [here](#), physical copy available for purchase [here](#).

Chapter Three, "Socioeconomic Diversity and Early Learning: The Missing Link in Policy for High-Quality Preschools" free download available [here](#).

Chapter Four, "The Cost-Effectiveness of Socioeconomic School Integration" free download available [here](#).

Richard D. Kahlenberg, "[From All Walks of Life: New Hope for School Integration](#)", American Educator, Winter 201-2013.

Susan Eaton and Gina Chirchigno, "[METCO Merits More](#)", Houston Institute for Race and Justice, Harvard Law School, 2011

[Integrating Suburban Schools: How to Benefit from Growing Diversity and Avoid Segregation](#), UCLA Civil Rights Project, 2011.

"[Connecticut Interdistrict Magnet Schools Offer High Quality Education](#)", Office of Innovation and Improvement, U.S. Department of Education

Roslyn Mickelson, [School Integration and K-12 Educational Outcomes: A Quick Synthesis of Social Science Evidence](#), Research Brief No. 5, National Coalition on School Diversity, 2011.

Michael Alves, Charles Willie and Ralph Edwards, [Student Diversity, Choice and School Improvement](#), (Greenwood Press) 2002. Available for purchase [here](#).

James Ryan, [Five Miles Away, A World Apart: Two Schools, One City, and the Story of Educational Opportunity in Modern America](#), (Oxford University Press) 2010. Available for purchase [here](#).